SUMMARY

EXAMINE YOUR LESSON PLANS, ANALYZE YOUR OBJECTIVES AND ACITIVITIES AND RECORD THE WAYS IN WHICH YOU ADDRESSED THE COMPONENTS OF BLOOM’S REVISED TAXONOMY AND GARDNER’S MULTIPLE INTELLIGENCES. DOWNLOAD THE CHART AND COMPLETE IT TO INDICATE THE ACTIVITIES IN YOUR LEESON PLANS THAT APPLY TO EACH COMPONENT. (YOU ONLY NEED ONE CHART FOR ALL LESSONS. ALSO, IF YOU DO NOT HAVE AN ACTIVITY TO PUT IN A COLUMN, THAT IS OK. INCLUDE IDEAS FOR YOUR FOLLOW-UP ACTIVITIES) THIS WILL ACT AS A SUMMARY.

BLOOM’S TAXONOMY: REFER TO THIS AND OTHER WEBSITES

<http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>:

EXAMPLE: (DELETE MY INFO BEFORE YOU INSERT YOURS)

REVISED BLOOM’S TAXONOMY

**DD’s Lesson Plans**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Remembering:Retrieving, recalling, or recognizing **knowledge from memory.** | **Understanding: Interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.** | **Applying: Carrying out or using a procedure through executing, or implementing** | **Analyzing: differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts.** | Evaluating:**Making judgments based on criteria and standards through checking and critiquing.** | **Creating: reorganizing elements into a new pattern or structure through generating, planning, or producing.** |
| Recalling what a numerator and denominator are | Classifying numbers as mixed numbers or improper fractions | Following a set of step-by-step instructions to solve fraction multiplication problems | Assessing equivalence of mixed numbers and improper fractions; explaining why the two are equal. | Dicussing and evaluating possible solutions to the question of how to reduce or increase the recipe quantity without altering the cookie dough mixture | Altering proportions to create a new quantity of cookies based on a recipe for a larger quantity |

GARDNER’S MULTIPLE INTELLIGENCES

DD’S LESSON PLANS

|  |  |  |  |
| --- | --- | --- | --- |
| VERBAL-LINGUISTIC | LOGICAL-  MATHEMATICAL | VISUAL-SPATIAL | BODILY-KINESTHETIC |
| Presenting explanations of recipe process | Giving step-by-step procedure to solve math equations to multiply fractions | Folding and coloring papers to represent fractions (in fraction multiplication lesson) | Mixing and kneading cookie dough |
| MUSICAL | INTERPERSONAL | INTRAPERSONAL | NATURALISTIC |
| Singing times tables song to review multiplication tables | Discussing possible solutions to various problems, discussing strategies used to solve problems | Self-reflection and self-review on rubric to evaluate what the student learned, what they did well, and what they feel they still need to work on. | Having students bring in/explain their own examples of fractions and allowing them to use natural items for (for example, number of shrubs with flowers in front yard out of total number of shrubs, number of petals missing from a flower, etc.) |

Follow-up Activities (not included in 3 lesson plans submitted): These activities would actually be done somewhere in the middle or beginning of the fractions unit, not as “follow-up” per se.

To help students with musical intelligence, I would plan to have the class sing a song to review the times tables. At some point, I would also ask students to do a project finding and illustrating/demonstrating examples of fractions. This would allow students of various intelligences to find examples from their areas of interest: a musical student might discuss the meanings of a “half note” and a “quarter note” and why they are fractions; a naturalistic student might count up the fraction of shrubs in their yard that have flowers. Kinesthetic learners might choose to build a model to represent the fractions, an interpersonal student might choose to take a survey in the class and represent the number of people who give a certain answer as a fraction; a visual person might draw a picture, etc.